

HESTON COMMUNITY SCHOOL

JOB DESCRIPTION: ASSISTANT CURRICULUM LEADER ENGLISH

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| Post Title | ACL English |
| Reporting to: | Directly responsible to the Curriculum Leader for the Area |
| Disclosure Level: | Enhanced |
| Salary/Grade: | TLR – 2B |

Key tasks and accountabilities will include the following:

- To teach your specialism to KS5
- To assist the Curriculum Leader of English with the leadership, organisation, management and development of the Team.

Leadership Role

- Be responsible for developing the work of specific areas of the team, raising attainment in English in accordance with School targets and expectations.
- Support the Curriculum Leader in line management within English.
- Monitor the quality of teaching and learning in English.
- Contribute to the School's strategy to raise attainment by sharing the development and implementation of strategies and approaches across the School and within the Curriculum Area.

Operational Responsibilities

Teaching and Learning

- Teach all age groups.
- Fulfil all responsibilities of a Teacher of English.
- Teach your specialism to A-Level.
- Ensure all students' progression is adequately monitored and achievements maximised.
- Ensure the effective operation of assessment, recording and reporting systems and the achievement of student targets within and across key stages.
- Fulfil the requirements of School policies.
- Ensure the effective co-ordination and monitoring of English courses, as required.
- Support and develop teaching and learning in English and beyond.
- Contribute to curriculum development and timetabling, as required.
- Contribute to the appointment, induction and professional development of teachers and trainees assigned to English, as required.

Assessment, Recording and Reporting

- Keep appropriate records of students' work.
- Mark and return work set, including homework within an agreed and reasonable time.
- Carry out assessment programmes, as agreed by the School or Curriculum Area.
- Complete Student Reports in line with School Policy.
- Attend Parents' Evenings as required and keep parents/carers informed about their child's performance and future targets.

Line Management

With the Curriculum Leader, the Assistant Curriculum Leader share responsibility for the performance of all staff and overall performance of students within the Curriculum Area and may be required to act as a Team Leader within the School's Appraisal Scheme.

Tutor Role

- Undertake responsibility for a Tutor Group.
- Monitor and set targets for the social and academic progress of all students in the Tutor Group.
- Endeavour to build up a good relationship with the students in the Tutor Group so that they will look to you for support and advice.
- Report issues of concern to the appropriate senior staff.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.

Additional Responsibilities

- Promote the School ethos in which the highest achievements are expected from all members of the School community.
- Adhere at all times to the professional business standards of dress, courtesy and efficiency in line with the ethos of the School.
- Attend Staff, Curriculum, Year Group and other School meetings.
- Attend and participate in Open Evenings.
- Uphold the School's behaviour code and uniform regulations.
- Be responsible for ensuring subject knowledge is developed and participate in staff training and development.
- Develop links with governors, neighbouring schools and academies and other outside agencies.

Key organisational Objectives

To contribute to the School by:

- Contributing to curriculum development and timetabling, as required.
- Contributing to the appointment, induction and professional development of teachers and trainees assigned to English, as required.
- Contributing to the development and delivery of whole school initiatives, as required.
- Following Health and Safety requirements and initiatives, as directed.
- Ensuring compliance with Data Protection legislation.
- Operating at all times within the School's Equalities Policies, demonstrating commitment and contribution to improving standards and attainment.
- Contributing to the maintenance of a caring and stimulating environment for young people.

Performance Management and Professional Development

The Assistant Curriculum Leader will be part of the School's Appraisal Scheme. S/he will have a Team Leader who will set agreed targets for the year. The Team Leader will monitor and review performance, including classroom teaching. The School will support the continuing professional development of all staff to ensure that their expertise is being kept up to date.

Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.

To uphold the School's Policy in respect of Child Protection matters.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.

In particular attention is drawn to the new requirements for Planning Preparation and Assessment Time – *'With effect from September 1st 2005, all teachers at a school with timetabled teaching commitments.... have a contractual entitlement to guaranteed PPA time within the timetabled teaching day'*.

'The amount of guaranteed PPA time should be set as a minimum of at least 10% of a teacher's timetabled teaching time.'

The postholder may be required to perform any other reasonable tasks, after consultation.

This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This Job Description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.

All staff members participate in the School's Performance Management Scheme.

Special Conditions of Service

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1964 [Exemptions] Order 1975, as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

The post allows substantial access to children. Candidates are required to comply with School procedures in relation to DBS checks.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the School's Equalities Policies.

PERSON SPECIFICATION

| | | Essential | Desirable | Evidence |
|--|--|-----------|-----------|----------|
| Qualifications and Experience | | | | |
| 1 | Educated to degree level or equivalent | ✓ | | A |
| 2 | Qualified teacher status | ✓ | | A |
| 3 | Ability to teach and lead specialist subject to A-Level | ✓ | | A |
| 4 | Proven experience of teaching exam classes and strong student performance | ✓ | | R, I |
| 5 | High quality teaching to students of all ages and abilities | ✓ | | R, I |
| 6 | Collaborating with colleagues in the preparation, assessment and monitoring of student work | ✓ | | A, I |
| 7 | Knowledge and understanding of Safeguarding practice | ✓ | | R, I |
| 8 | Experience as a Tutor and/or pastoral work | ✓ | | A, R, I |
| Skills | | | | |
| 9 | Establish a safe and stimulating environment for students, rooted in mutual respect | ✓ | | A, I |
| 10 | Set targets that stretch and challenge students of all backgrounds and abilities | ✓ | | A, I |
| 11 | Excellent communication and organisational skills | ✓ | | R, I |
| 12 | Ability to work hard under pressure while maintaining a positive, professional attitude | ✓ | | R, I |
| 13 | Ability to organise and prioritise workload and work on own initiative | ✓ | | R, I |
| 14 | Excellent personal, oral and written presentation skills | ✓ | | A, R, I |
| Personal Attributes and Behaviours | | | | |
| 15 | Adaptability and flexibility to changing circumstances and new ideas | ✓ | | R, I |
| 16 | A belief that schools have a responsibility to prepare students for their lives - not just for exams | ✓ | | R, I |
| 17 | Ability to think and plan strategically and manage change | ✓ | | R, I |
| 18 | Ability to respond positively to feedback | ✓ | | R, I |
| 19 | Ability to work under pressure and to meet deadlines | ✓ | | A, R, I |
| 20 | Willing to take responsibility and ownership | ✓ | | A, R, I |
| 21 | Team player | ✓ | | R, I |
| Ability to Fulfil Wider Professional Responsibilities | | | | |
| 22 | Willingness to make a positive contribution to the wider life and ethos of the School | ✓ | | R, I |
| 23 | Ability to develop effective professional relationships with colleagues, students and parents | ✓ | | R, I |

Key to Evidence: A = Application

I = Interview

R = References